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ABSTRACT

The political and emotional issues surrounding the busing of children for purposes of school integration have caused us to focus on the methods of desegegation rather than on the goal of equal and quality education. Busing to integrate began after the 1954 Brown decision. Since that time, unwilling school superintendents and administrators have avoided implementing the Brown mandate, in some cases by intentionally initiating disruptive or complex desegregation processes. In a few major cities, however, efforts have been made to accomplish a smooth transition. Even in these areas, the push to desegregate schools has caused problems for many people. School officials have lost their jobs for trying to integrate against the wishes of the community. Black students have been victims of hostility and teachers have been fired as a result of discriminatory attitudes and practices. The effects of desegregation on student psychological well-being and academic performance are still unproven. However, successful cases show that good politics, proper planning, cooperative school and community leadership, and an informed public can make school desegregation a positive experience. The final crucial factor is teacher attitudes. These combined objectives may be achieved through workshops on human relations, cultural awareness and the development of curricula appropriate to integrated schools. The goal of equal education for all is still attainable if we can direct our attention to critical areas besides busing that will help us to achieve that goal. (GC)

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Thoughts on Busing and Integration in the Seventies

by

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History

Serious questions are being raised concerning busing and integration. In spite of this busing has become a way of life for many school children even though, according to a Gallop poll, as few as 18 percent of the American population favor busing to achieve racial integration ("Pro/Con," 1976). Busing has placed Black students into predominantly white schools and white students into predominantly Black schools. The appropriateness of transporting youngsters from one neighborhood to another in the hope of achieving equality is questioned ever more frequently. Parents oppose forced busing especially if it means that their children will have to travel many miles to school when there already is a school in the immediate neighborhood. Integration supporters have established a strong rationale for busing based on the idea it will provide superior resources available to Black students, improved pupil-teacher ratios, availability of experienced teachers, availability of diversified facilities, learning in a climate of higher expectations, and better morale, and they support the "peer group learning" theory; the concept that more advantaged children can teach much to their less advantaged peers. Supporters of busing also believe that busing provides a means for breaking down racial barriers that have existed for centures. Still, there are those who argue that anti-busing, anti-desegregation,

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and anti-integration views should be considered as separated issues, overlapping points. For many, busing is a social and political problem often masked with strong emotionalism. Ozmon and Craver (1972) present a brief historical review of pupil transportation in the seventh Fastback of the Phi Delta Kappa Educational Foundation series. They mention that in 1951 in the town of Greenburgh, New York, white children were bused from their overcrowded schools to a Black school. This move, though it in fact desegregated a school, was not for this purpose as mentioned above.

The onset of busing for desegregation began after the 1954 major court decision of Brown vs. Board of Education. Ever since the Brown decision the Supreme Court has vigorously tried to make the "separate-but-equal" doctrine a concept of the past. Interpretation became a key factor in this case as schools were charged with the duty of desegregating "with all possible speed" (Hall, 1974, p. 5). Added to this was the possibility for school boards to bargain for and receive limited delays if they could "establish that such time was necessary in the public interest" (Hall, 1974, p. 5).

Unfortunately, the court has dealt more directly with the methods of reaching the goal of desegregation while leaving the definition of the goal of desegregation in general terms. Many officials holding to an anti-busing philosophy, have seen the large loopholes in the language of the court, and either refuse to develop desegregation plans or develop plans which emphasize why such plans would fail.

In an attempt to simplify and clear up the misunderstanding

centering around the court language, the Supreme Court, in 1964, in Griffin vs. County School Board of Prince Edward County, Virginia declared that the stalling tactics employed while supposedly moving with "deliberate speed" were now over (Hall, 1974, p. 5). The phrase was unacceptable and had caused delay in giving the Prince Edward County youngsters their constitutional rights to an equal education.

The court has since that time presided over cases in which immediate desegregation was ordered. In 1968, in Green vs. County School Board of New Kant County, Virginia the court message was clear: "The burden on a school board today is to come forward with a plan that promises realistically to work, and promises realistically to work now" (Hall, 1974, p. 5).

Again in October of 1969, in Alexander vs. Holmes County, Mississippi Board of Education the Supreme Court held that dual school systems must be terminated immediately and be replaced with only unitary schools.

It was not until Swann vs. Charlotte-Mecklenburg Board of Education that the court firmly addressed itself to faculty assignment, equalization of facilities and resources, and school construction. Swann broadened the definition of segregation and was termed a landmark by dismantling the dual educational structure in the South. The Swann decision stated that "the objective today remains to eliminate from the public schools all vestiges of state-imposed segregation" (Kirp, 1971, p. 3).

Desegregation plans have been fraught with problems and struggle. As mentioned earlier, school officials, in an effort to delay school

integration have picked apart the language used by the Supreme Court.

Clearly, the tremendous power of the superintendent and his office has surfaced as never before in history. This power group of individuals have been working within and operating upon our schools while serving both as resistors and implementors/innovators to the present school desegregation rulings.

The following techniques have been employed by school officials to preserve the racial character of the urban schools (Kirp, 1971, p. 3):

1. school district boundary drawing
2. optional zones
3. teacher assignment
4. student transfer provisions
5. school construction

The Federal Housing Administration has aggravated present racial problems by supporting those housing and financing policies which make it difficult, if not impossible, for poor Black families to move from the inner city. In an effort to reduce or halt school integration altogether, the resistor/innovator has selected "the most disruptive, damaging, round-about, and complex processes and approaches for Black children and Black educators" (Hall, 1974, p. 9). These various approaches have caused concern and confusion within Black communities and have the possibility of creating long-lasting psychological effects on their children. The resistor/innovator, to the outside viewer, has adopted the proverbial farmer's philosophy of "moving as fast as necessary and as slow as possible."

The Coleman Studies

In 1966, a report entitled "Equality of Educational Opportunity"

first report, Coleman failed to see the significance of a child's background and upbringing in relationship to educational achievement.

Coleman conducted a third study in which he found that the rapid rate of white loss, from cities including a high proportion of Blacks enclosed by predominantly white suburbs, was not directly related to integration ("Coleman on the Griddle," 1976). Coleman's findings and interviewing techniques have again been questioned and criticized. While compiling his data on the "white exodus" it is reported that he failed to speak to even one white parent about his or her reason for leaving the city.

The surveys and studies done on desegregation, according to Lines (1972), have not been adequately measured and produce inconsistent, inconclusive, or confusing results. The potential defects, crudity of techniques, measuring of limited skills, and the absence of adequate comparisons or control groups could conceivably alter the testing results.

The future of the desegregation argument, Lines believes, should be weighed more heavily on legal and moral grounds rather than scientific research.

Efforts Toward a Peaceful Transition

In a few major cities efforts have been made to insure for a smooth transition from segregated school to desegregated schools. Before Detroit's new housing plan went into effect, that city provided an extensive public relations campaign. A group called the "People and Responsible Organizations for Detroit," sometimes referred to as PRO Detroit, organized public meetings and made it possible for parents to

visit their children's assigned schools ("Resignation in Detroit," 1976). PRO Detroit used local radio and television stations to encourage social harmony. Even the Detroit press ordered that the dramatization of outbreaks of violence be held to a minimum by reporters.

When Detroit began to desegregate its schools in February of 1976, there were very few outbreaks of violence (Sheils, 1976). This was no small task for one of the largest cities ever ordered by the Federal court to desegregate. Some speculate that the busing in Detroit began on such a peaceful note because there are not that many whites living in inner Detroit and those who do live there are hesitant and fearful of violent protests in retrospect of the outcome of the race riots of 1967.

New Detroit, Inc., was another organization headed by community leaders, which sought a peaceful transition to busing by preparing and promoting a special campaign. Their message, "Detroit Kids-Love 'Em", appealed to both the pro-busers and anti-busers because the message carried a central theme of peace, simply stated: "If you're against peace you're anti-Detroit and anti-kids" (Sheils, 1976, p. 45).

Problems and Fears

The push to desegregate schools has caused many serious problems for many people. Some superintendents and school officials who sincerely and deliberately set out to desegregate their schools suddenly found themselves demoted, or forced out of education and a job, even after many years of service. Non-tenured personnel were released for a number of reasons.

Black students are also suffering from what has been termed "the student push-out" (Hall, 1974, p. 7). Briefly, this refers to a student who has been expelled or suspended from school under questionable circumstances or who drops out of school due to unbearable pressure, harassment, and/or hostility. Blacks have experienced particular harshness under present school disciplinary codes. For instance, the Governor's Task Force on Disrupted Youth found, in 1973, that two and a half times more Blacks than whites were suspended or expelled from Florida schools. Their study included the following additional information (Hall, 1974, p. 9):

Year	School System	Total Suspensions	% Black
1972-73	Miami, Florida	12,000	71%
1972-73	Broward City, Florida	7,288	43%
1972-73	Richland City, S.C.	1,964	77%
1971-72	Dallas, Texas	12,000	45%
1971-72	Charlotte-Mecklenburg City, N.C.	6,021	90%
1970-71	Tampa, Florida	2,697	50%

Blacks are being isolated within so-called integrated schools by a kind of in-school segregation. The emergence of ability grouping has also placed Blacks on the lowest educational levels or tracks.

It appears that the discriminatory systems of the past have been replaced with discriminatory systems of the present. Internally, the schools have taken on new policing policies with the Black student population being directly involved in most of the school disciplinary actions. Not surprisingly, the visible control within schools is primarily that of white control even though there is an increase in the enrollment of Black children attending racially mixed schools as

Southern school districts especially become increasingly integrated.

This raises another question of identifying a "Black school" or a "racially identifiable school." Some suggested that the focus be placed on non-student factors such as the racial composition in regards to the staffing, the quality of the building and equipment, and the organization of sports activities rather than solely on pupil assignment policies. The goal is to provide non-extreme racial compositions within our schools by eliminating racially identifiable schools.

Green et al (1971) believe achievement, self-concepts, and attitudes of all children are affected adversely in racially identifiable schools. The false assumptions and beliefs revolving around inferiority and superiority negatively affect school programming and attitudinal development in racially identifiable schools.

An example of this is when white children are moved from predominately Black, Mexican-American, or Puerto Rican schools because their parents believe that the education received in these schools is inferior.

The minority parents, on the other hand, believe that their children are receiving less due to inadequate school resources. Another area of concern is the teaching personnel who are less experienced and trained than those teachers found in majority schools. The case of Berry showed that teachers with fewer credentials received more assignments to Black schools (Green, et al, 1971).

Some social scientists and educational researchers believe that multiracial schools will help set the tone and pattern for a workable multiracial society. They are convinced that school segregation is

detrimental to the educational and psychological development of all children. Multiracial schools are essential for molding attitudes and behaviors that reduce racial tension (Bergsma, 1977, p. 7).

The Race Relations Information Center reported on the negative effects of desegregation on Black teachers in the South. Some of the highlights of the report included the reassignment of a veteran principal of 25 years to a social studies and history class for seventh graders and the firing of a home economics teacher of 23 years. This teacher had recently signed a new contract to teach second grade but was fired because of her "incompetence." These separate cases clearly illustrate how the multiracial educational system is producing a new and intense racial discrimination even within the ranks of the teaching personnel.

In a report on Chicago schools, 36 percent full-time substitutes were employed in the inner city schools while other Chicago schools averaged no more than 14 percent. It was noted that 82 percent of all the substitutes in Chicago taught in the inner city schools. Teaching experience also varied widely between the inner city schools and the upper, middle and lower income schools. The averages were as follows (Green et al, 1971):

Experience/Years	Type of School
19	Upper Income
15	Middle Income
9	Lower Income
4	Inner City

These findings only add to the belief that minority children receive an inferior education. Minority parents pass on their beliefs to their children, who in turn, develop feelings of resentment, hostility,

and resignation because they see no hope or sign of improvement within the present system.

In contrast, the white children develop feelings of superiority and in so doing, remain at arms length from the minority children for fear of falling victim to the minority plight. The separation between the two groups widens and the self-fulfilling prophecies respective to each group strengthen (Bergsma, 1974, p. 97).

The elimination of racial isolation does not automatically occur simultaneously with the attainment of a multiracial composition within a classroom. What is needed is a mix within every classroom to avoid racial isolation within a seemingly multiracial school or classroom. The appearance of all Black classrooms within Southern school districts is hardly a workable plan toward desegregation. Tracking, or ability grouping, has caused similar concerns especially when it produces basically all white or all Black classrooms. Tracking, in and of itself, is not the question. What is of concern is the appearance of racially identifiable classrooms. Students who are attending multiracial schools and are placed in segregated classes do not benefit from such a placement. Green et al (1971, p. 26) state that "racially identifiable minority classrooms within a majority white school were found to be more detrimental to minority student achievement than were racially identifiable minority schools within a majority white school district."

Green et al (1971) also reported that attitudes and behaviors of white individuals who attended racially isolated schools differed drastically from those who attended multiracial schools. The former

often developed unrealistic self-concepts and feelings of fear and hate serving further to alienate them from minorities. However, the whites who attended multiracial schools generally have more Black friends and feel at ease within mixed situations. They also are less anxious and hesitant to buy a new home in a multiracial neighborhood.

White parents fear desegregation because of the possible harm, physically and otherwise, to their children. They fear that the education received from a Black teacher will somehow be inferior to that received from a white teacher and will ultimately reflect in their children's overall achievement while lessening their chances for a college education.

Robert Coles, a child psychiatrist at the Harvard University Health Service, has spent months riding school buses with children and has found virtually no ill effects, either physically, psychologically, or educationally, from such an experience. In fact, he feels the "harm" of busing has not been documented (Coles, 1972, p. 25). Children are learning important lessons about the law, race, and other aspects of our society in addition to their planned school curriculums because of busing and the entire busing issue.

Good Politics

Something new has also surfaced recently; court-ordered interdistrict desegregation. New Castle County, Delaware is striving to implement the nation's first court-ordered interdistrict desegregation program. As with any desegregation planning, the problems are numerous. An Interim

Board has been established to find solutions for a host of political issues. Public participation has not been sufficient because of a few anxious Board members who feel such participation would be more of a hinderance than a help. During the pre-implementation period there were no federal funds; an unfortunate circumstance considering the possible loss of community business support.

Once again, in this case as in many other cases, the lack of leadership made the integration process open to outside strife and turmoil. The absence of mass media in Delaware has not made their struggle any easier. However, despite all of the problems, New Castle County has made the effort to plan ahead of the scheduled desegregation; a process that other desegregating communities found to be effective.

New Castle County has also learned that good planning and preparation are only a part of the necessary ingredients toward a positive implementation. Good politics must be included with good planning and preparation to provide for successful desegregation program implementation.

Good politics can easily be carried to the mayor and city manager positions. These individuals make decisions every day that affect our schools and communities. Mayors in recent years have increased involvement with our schools because (Dunaway & Beckum, 1977, p. 53):

1. the steadily increasing dependence of cities on federal funds to run the schools,
2. the increase in racial conflict and violence as school desegregation is implemented, and
3. the desire to maintain stable residential patterns and revenue bases in cities.

Because of the mayor's power to influence both directly and indirectly, his involvement is sometimes misunderstood. The mayor is, at times, drawn away from the limelight but this should not indicate his lack of school involvement. For many mayors, their invisible interactions are much more frequent and powerful than their visible interactions. It is also a matter of politics that school boards experience differing degrees of community control. The community influence is interesting. It has been reported "that more active, desegregation-oriented superintendents are found in communities where the mayor and civic elite are conservative on racial issues" (Dunaway & Beckum, 1977, p. 555).

Mayors and city managers who are involved in school desegregation decisions exert varying degrees of influence in regard to "appointments, and provision of basic services to schools" (Dunaway & Beckum, 1977, p. 555). Further, their influence as it deals with school decisions is best seen "during periods of racial conflict in schools" and generally, "serves their own political interests" (Dunaway & Beckum, 1977, p. 555).

If mayors would use more of their influence and were held accountable for school desegregation, a complete revamping of our schools would be possible. Dunaway and Beckum suggest achieving accountability "by rewriting federal funding regulations to include mandatory city/school coordination, establishing inter-agency planning councils on the city/county level, and making mayors by ordinance accountable for citywide desegregation planning" (Dunaway & Beckum, 1977, p. 555). The authors school redevelopment program includes (Dunaway & Beckum, 1977, p. 555):

1. comprehensive urban development programs
2. mobilizing support from businesses, foundations, and universities
3. organizing parents in poverty areas and training them to function on local school boards
4. pressing local colleges to develop more valid curriculum and teacher-preparation programs

Proper Planning

Despite the problems and difficulties encountered in the process of desegregating our schools, most communities, according to a U.S. Commission on Civil Rights report, are able to desegregate "peacefully and smoothly" ("Desegregation and Equality," 1977, p. 22). Now the uphill climb begins; to provide equal educational opportunity for all.

In an effort to achieve this goal, the report cited instances where busing was successful. Proper planning, cooperative school and community leadership, an informed public and constructive local leadership were all factors of utmost importance when striving for successful integration. In fact, when these specific areas are present, "the beneficial by-products of the fact of desegregation frequently include institutional renewal--a revamped educational program, improvement in community race relations, increased parental involvement in education, gains in minority student achievement levels, and elimination of majority students' stereotypes" ("Desegregation and Equality," 1977, p. 24).

Desegregation need not be accompanied by violence. To the nightly six o'clock news observer, it may seem that desegregation must always be accompanied by acts of violence when in fact, 82 percent of the school districts studied by the U.S. Commission on Civil Rights reported peaceful transitions to desegregation ("Desegregation and Equality," 1977).

Contrary to popular belief, a substantial number of public school students are not being bused for integration purposes. In fact, there is only a 3.6 percent incidence of "integration busing" ("Desegregation and Equality," 1977, p. 22).

The need for proper planning cannot be stressed too much. In an attempt to equalize the system, the Louisville and Jefferson County schools were ordered to merge by Judge Gordon. Desegregation did not actually occur until the 1975-76 school year due to the late July 1975 court order. At that time, many details concerning administration, philosophy, and curriculum were unsettled. In fact, many of the students were informed of their busing assignments only a few weeks in advance of the new 1975-76 school year. Teachers were also left in the dark as to their transfers until the last minute. This type of planning led to poor course preparation on the part of the teacher. Many textbooks were acquired months late. In view of the difficulties faced from the onset of the school year, it is not surprising that the "teacher syndrome" became commonplace for many of the Jefferson County teachers. The "teacher syndrome" included "symptoms of nervousness, sleeplessness, intestinal pain, and muscular tightness" and for some, required hospitalization (Banks, 1977, p. 558).

To a large extent, it appeared that the community was responsible for some of the teacher-ills. Community support had been reduced to such a large degree that PTA organizations and high school athletic booster clubs were on the verge of disaster because of the poor membership. Some parents even went as far as to form boycotts to keep their

children at home for extended periods of time. Bomb threats and the destruction of school property were yet other problems plaguing the schools.

Teachers had difficulty communicating with each other for fear of being misunderstood. This fear gradually increased as they found themselves unprepared to deal with discipline problems, pupil apathy, and vast differences in student ability and learning styles.

When the first year of seemingly insurmountable problems were passed, it seemed, in the best interest of all, productive to conduct a study of teacher perceptions and at the same time, gain a better understanding of individual needs and experiences. This may eventually help other districts avoid and/or work out their desegregation problems.

The study included sixty-two teachers whose reputations, as rated by students, varied from "excellent" to "mediocre." One of the significant study findings disclosed "that an atmosphere of tension in many schools prevented teachers from establishing the desired academic standards in their classrooms" (Banks, 1977, p. 558). This, however, was not always the case as some schools reported good academic gains.

Of those interviewed, a stunning "seventy-seven percent . . . reported that they and/or their colleagues suffered low morale during the first year of busing" (Banks, 1977, p. 558). Teacher difficulties ranged from student apathy and discipline to community resentment. The student discipline problems occurred more frequently in classrooms of former county teachers rather than in classrooms of former city teachers who generally, had more experience dealing with heterogeneous classes

in addition to attending more cultural awareness and communication workshops.

In an attempt to ease some of the tension the Jefferson County system did "sponsor a number of human relations-oriented activities in the schools" (Banks, 1977, p. 559). Although most of these programs had a late start in the school year, they weren't without merit. High school student discussion groups were formed to relieve some of the tension. Unfortunately, some teachers believed that these groups were not constructive and served only as an excuse for students to be relieved from classes.

Discussion groups emphasizing human relations were formed for the teachers. These groups were not very popular and seemed to attract only those teachers who were interested in receiving free university credit.

Teachers expressed positive feelings concerning the use of approximately one million dollars of Emergency School Assistance Act funds for a "combined human relations/cultural awareness/curriculum development program" (Banks, 1977, p. 560). The project was costly but those teachers who were involved in the project felt that the gains were well worth the estimated $2,500 per participant price tag.

Desegregation workshops and therapy groups should help to alleviate the strains and tensions individuals/teachers experience as they move from the unknown/unfamiliar to the known/familiar. William H. Banks, Jr., has mapped out nine major topic areas that he feels should be considered prior to the desegregation process in any school system. He has included the following topics and activities for teachers in such a program (Banks, 1977, pp. 560-561):

1. background information on the reasons why desegregation and busing have been ordered in the community

2. opportunities to share feelings of frustration and to develop skills in open communication

3. preparation to deal with the community frustration

4. an understanding that during the first year there will be reduced interest and support on the part of parents

5. an awareness of the nature and needs of the students who will be enrolled in their classrooms as a result of desegregation

6. a program to learn classroom management techniques useful in dealing with heterogeneous groups

7. a reevaluation of each teacher's own posture relative to classroom control

8. a better understanding and anticipation of the "games students play"

9. and corrective strategies for working with disciplinary cases.

Perhaps if a few of the preceding activites had been effectively implemented, the Jefferson County teachers would have been better prepared to deal with integration and even more importantly, they would have been better prepared to deal with their own respective school populations. To carry this yet another step further, the Jefferson County teachers probably would have experienced much higher morale; eliminating the "teacher syndrome" altogether.

Morale, open communication, classroom management, and a clear understanding of the "whys" of desegregation are all critical areas that must be seriously dealt with before desegregation can be effectively implemented on a large scale today. The teacher must be made aware of the problems and must be willing to deal with those problems both on

a personal and professional level before integration is to become a successful stepping stone in our efforts toward a conflict-free multi-racial society.

Summary

In addition to improved education for professional school staffs there will continue to be a need to explore means of improving communications between the ethnic groups involved in any desegregation scheme. Resistance can be significant to any efforts to desegregate by means of busing. Articles by Rubin (1970), "Busing and Backlash," and by Jensen (1970), "Parent and Teacher Attitudes Toward Integration and Busing," reveal the dynamics of prejudice. In the former study opposition to busing was related to low social status and limited political power, and in the latter that the educational level of the parents was correlated to more positive attitudes toward busing by parents. John C. Weidman's study, "Resistance of White Adults to the Busing of School Children" (Weidman, 1975) concludes that there has been a two-year trend in anti-busing sentiment among women or high-status men who usually are the type of persons who are on school boards.

Weidman states, "no direct solutions to the busing dilemma appear in these findings. Greater understanding of the dynamics of behavioral prejudice could be provided by expanding the scope of the inquiry begun in this paper to include such additional variables as the type of school attended by school-aged children (public or private), experience with busing of family members, social class, prejudice, and neighborhood racial and social class integration" (Weidman, 1975, p. 129).

Studies such as Weidman's, Rubin's, Jensen's and others will continue to reveal smaller pieces of the large picture, and are of great value to those who promote change. The large picture which comes into focus presently is that some forty percent of all children attending school in this country are bused, and that only a small percentage of these are bused for the specific purpose of racial desegregation. As one looks at the large picture carefully what emerges are some patches of successful attempts at desegregation among many attempts fraught with problems. A multiracial society must continue to provide equality of opportunity for all its citizens, and it may be that providing transportation to bring this about will be a viable means toward ethnic integration. Equality of opportunity implies just that--the opportunity to compete successfully means one must be allowed to be part of the competitive group. The analogy of the Olympics comes to mind--to become part of the team one must be allowed to practice, to compete, to use facilities before one gets on the race track.

The move toward a multiracial society is not just an optimistic goal , if we are to heed the warning given by the Kerner Commission, in 1968, which cautioned the future development of two separate societies; one white and one Black (Green, 1971, p. 27).

Changes in the colleges of education teacher preparation around the country must be made. There is the need for development of teacher training programs to prepare future teachers to teach in multiracial systems and, at the same time, encourage attitudes of multiracialism. "Implementors for reform are, and should be, these behavioral models

or change agents who are on the front line--the practitioners. It is of crucial importance that these teachers, who are faced with the difficult task of being leaders in multi-ethnic and multi-cultural settings, possess the skills to restructure curriculum to suit their students' needs and personally exhibit through action and example that their attitudes toward all their students are supportive and humane. To be effective agents for change in the classroom, and most classrooms are multi-cultural in nature, such teachers need to have opportunities to become involved in programs which will help to make them more effective and more sensitive" (Bergsma, 1977). Using the analogy of the Olympics again, these teachers are our children's coaches.

Busing is not just a matter of equal education vs. freedom of choice. At the moment, busing is merely a tool; a tool to teach children the basic educational and social skills important to their future.

Perhaps Chief Justice Warren Burger summed the issues of busing and desegregation up best when he wrote ("Pro/Con," 1976):

> "All things being equal, with no history of discrimination, it might well be desirable to assign pupils to schools nearest their homes. But all things are not equal in a system that has been deliberately constructed and maintained to enforce racial segregation . . . Desegregation plans cannot be limited to the walk-in school."

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